

University of Minnesota
Humphrey School of Public Affairs

PA5821: Humanitarianism

Spring 2013
Mondays, 6pm-8:45pm
Room: HHH 25

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I. Course Overview

At present, the failures of development, governance and military intervention are as pronounced as ever. In too many countries, development remains stillborn or is being undone by the challenges of economic crises and resource scarcity, increased urbanization, the outbreak of disease and pandemics (including Avian flu, H1N1 and HIV/AIDS), a three year decline in political freedom worldwide and ever present violent conflict. Further, climate change has resulted in “natural” disasters (such as severe drought, desertification, flooding and rising sea levels) that have been linked, in 2007, to 14 out of 15 UN flash appeals for emergency funding and are expected to generate 50 million displaced people this year. There now exist a network of states, international organizations, and nongovernmental organizations that count themselves as part of the humanitarian sector. These organizations have helped to create, and been nourished by, a complex of normative and legal principles. Meeting these challenges is perhaps the most important endeavor faced by practitioners, scholars and policy makers.

The overall aim of this multidisciplinary course is for students to learn and critically examine the evolution, functions, systems and challenges faced in the design, formation and implementation of humanitarianism. Combining theory and practice, this course focuses on the knowledge and skills required by practitioners to formulate and manage programs in contexts where apparent “solutions” for reducing human suffering are usually far more complex than they appear on the surface. The course begins by introducing students to the basic concepts, premises and challenges of the humanitarian endeavor. Using a mix of lectures, guest visitors, case-studies and small group interactions, the second portion of the course explores the theories, ethical precepts and tools of humanitarianism. The course culminates in a full-day simulation exercise intended to familiarize students with the implementation of humanitarian assistance projects.

The skills students develop and hone during the course include advocacy, verbal and written presentation, negotiation as well as programming and technical understanding. Importantly, the course also gives students the opportunity to adopt a broader scope of inquiry which offers an opportunity to consider critically the impact and consequences of humanitarianism in a comprehensive and illuminating way. Wary that a disproportionate concern with “how to,” rather than “why,” will tend to lead to a palliative pragmatism, such an informed understanding is essential for getting beyond the technocratic mechanisms of organizing assistance programs and an attempt to reconnect humanitarian issues to

broader disciplinary debates within public service and international development. This will enable students to consider and analyze the difficult questions that confront those involved in humanitarianism. By the end of the course, students will be able to:

- Understand and evaluate the main theoretical concepts, the historical development and policies behind humanitarian aid and interventions
- Assess the role of national governments and international organizations in international humanitarian response.
- Apply humanitarian principles in past, present and future humanitarian contexts
- Learn how to achieve humanitarian-based outcomes by using resources efficiently and effectively considering the need for speed, scale and quality
- Develop and maintain collaborative, coordinated relationships at times of heightened complexity and risk
- Operate safely and securely in a pressured and changing environment
- Understand common good practice, minimum standards and how to improve the effectiveness and accountability of program implementation
- Gain a critical understanding of the actions of those involved in and the people touched by humanitarianism
- Use case studies to show how perceptions shape international responses to disasters

II. Course Requirements

Because humanitarianism is a dynamic and multidisciplinary subject, we have an unorthodox way of structuring the course. The course consists of just six demanding and concentrated sessions followed by periods of reading, reflection, thinking and writing. The structure and topics is presented at the end of this syllabus. Grading will consist of standard UMN scales as shown below:

A	4.000 Achievement that is outstanding relative to the level necessary to meet course requirements
A-	3.667
B+	3.333
B	3.000 Achievement that is significantly above the level necessary to meet course requirements
B-	2.667
C+	Achievement that meets the course requirements in every respect
C	2.000
C-	1.667
D+	1.333
D	1.000 Achievement that is worthy of credit even though it fails to meet fully the course requirements

More information on the policies found here:

<http://www.policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>

The distribution of the grades will be based on the following assignments:

Assignment 1 Short Essays (30%): These three writing assignment will be done in response to a specific question issued in class by the respective lecturer as noted below:

Each student will choose one of three designated classes for which he or she will write a thought paper, of between 750 and 1000 words, in response to several questions based on the week's readings. The thought paper should be sent by email by or before 8 am on the Saturday before the Monday class for which it has been prepared, so that it can review it over the weekend. After reviewing the papers before class, the student writers for that week to make a 7-10 minute, informal in-class oral presentation of his or her response to one of the questions addressed in the thought paper. After reviewing the papers, the professor will determine which student writer will address which thought question in the in-class presentations, and he will communicate that information to the student presenters by early Monday morning.

Assignment 2 Book Review (35%): Due no later than the beginning of the 22 April class, a book review which critically appraises a critique of the humanitarianism and the aid business. Far from being a “book review” of the type perhaps done in earlier education, a book review done at this level evaluates and situates the book within contemporary debates, its position vis-à-vis other literature (hence this book review may require additional reading) and historical context (if appropriate). It is important that it evaluates the book’s contribution to the field of theory and practice. It may be helpful to comment on the experience or epistemological perspective of the author. It may also be helpful to read academic book reviews available in the better journals to provide an idea of the structure, tone and depth of analysis. The review should be done on an individual basis and be a minimum of seven pages and no more than ten. For this assignment, one of the following should be chosen:

- De Waal, A., 1998. *Famine Crimes*
- Maren, M., 2002. *The Road to Hell*
- Reiff, D., 1999. *A Bed for the Night*
- Terry, F., 2002. *Condemned to Repeat?*
- Polman, L., 2010, *The Crisis Caravan*

Assignment 3 Written Exam (35%): In-class exam on 6 May. This exam will test the cumulative learning achieved during the course including that covered in the lectures and, particularly, the reading assigned. The composition of this exam will be discussed later in the semester.

III. Readings

There is a fair bit of reading in this course. This may require a good deal of discipline and planning so please be mindful of how you handle the workload described below. All students must come to class prepared to contribute through discussion - which requires you to have read *and* reflected on the materials assigned. The two required texts for this course are:

- 1) Michael Barnett and Tom Weiss, eds. 2008. *Humanitarianism in Question: Politics, Power, Ethics*. Ithaca: Cornell University Press.
- 2) Eric James, 2008. *Managing Humanitarian Relief: An Operational Guide for NGOs*. Rugby: Practical Action.

For each session, there is assigned reading outlined below along with recommended reading. Recognizing that recommended reading is often skipped, the basic reading load is generally lightened to

allow for time to engage the additional reading. Please avail yourself of these so that you can begin to grasp the literature associated with this lively and important topic. In addition to the assigned reading noted below, students are strongly urged to be familiar with journals that are associated with humanitarianism (and more broadly International Development) such as, but not limited to, *Development in Practice*, *Disasters: the Journal of Disasters Studies, Policy and Management*, *Journal of International Development*, *Journal of Humanitarian Assistance*, *Nonprofit and Voluntary Sector Quarterly*, *Nonprofit Management and Leadership*, *Third World Quarterly*, *World Development* and *Voluntas*. Also note that a familiarity with the better popular journals (such as *The Economist* and *The New Yorker*) is also helpful as they regularly carry stories of keen interest to the humanitarian. Specific reading for each class will be added to each lecture consisting mainly of scholarly articles but also policy papers and literature produced by organizations such as the HAP, ALNAP, ICG, USAID, NGOs such as Oxfam (which has an advocacy branch and policy unit) and the UN specialized agencies as well as germane websites will aid in mastering this subject.

IV. Course Outline

Class 1 – January 28: *Introductions and Examination of Basic Concepts*

In this introductory class, students will be given an overview of humanitarianism. To introduce the themes of the course, the activities (e.g. basic sectors and management roles), organization (e.g. CBOs, LINGOs, INGOs, IOs and GOs) and relationships of humanitarianism will be discussed using the instructor's recent field experience. As part of this, the disaster cycle and risk analysis will be introduced. This syllabus and course expectations will also be discussed.

Required Reading

Barnett, M., and Weiss, T, eds. 2008. *Humanitarianism in Question: Politics, Power, Ethics*. Ithaca: Cornell University Press. Chapters 3 and 11.

James, E., 2008. *Managing Humanitarian Relief: An Operational Guide for NGOs*. Rugby: Practical Action. Chapter 1.

Ramalingan, B., and Barnett, M., "Background Notes: Humanitarian Dilemmas," ODI: August 2010

Recommended Reading

Walker, Peter and Maxwell, D., 2009. *Shaping the Humanitarian World*. Series on Global Institutions. London, Routledge. Introduction, pp. 1-12.

Alex de Waal. 1998. "Humanitarian International," in *Famine Crimes* (Bloomington, Ind.: Indiana University Press), pp. 65-85.

Vaux, T., 2001. *The Selfish Altruist* London: Earthscan, pp. 1-17.

Keen, D., 2008. *Complex Emergencies*. Polity Press. Introduction and Chapter 6.

Rieff, D., 2002. "Humanitarianism in Crisis." *Foreign Affairs*, Nov/Dec 2002, Vol. 81. Issue 6, p. 111.

Donini, Antonio, et al. 2008. *Humanitarian Agenda 2015 – The State of the Humanitarian Enterprise*. Medford: Feinstein International Center. pp. 9-19.

Class 2 – February 4: *Historical and Ethical Debates*

To provide a depth of understanding, this class will look at the historical beginnings of modern humanitarianism. Examination of early associations will be undertaken with a close look at two historical periods: 1860s during the formation of the Red Cross movement following the Battle of Solferino and the 1960s and Biafran War. In so doing, the foundation of normative systems that gave rise to “classical-” and “neo-humanitarian” approaches are examined where students consider the ethical dimensions of humanitarian programming. In the second half of the class, the explosion of INGOs and the aid community during the late 1980s to the present and its implications with investigation of contextual complex emergencies in Africa, the Balkans and Asia will be looked at.

Required Reading

Barnett, M., and Weiss, T., eds. 2008. *Humanitarianism in Question: Politics, Power, Ethics*. Ithaca: Cornell University Press. Chapters 1, 2, 4 and 7.

Leader, N., 1998. “Proliferating Principles: or How to Sup with the Devil without Getting Eaten,” *Disasters*, Vol.22, No.4, pp. 288-308

Macrae, J., 1998. “The Death of Humanitarianism?: An Anatomy of the Attack,” *Disasters*, Vol. 22, No. 4, pp. 309-317.

Slim, H., 1997. “Relief Agencies and Moral Standing in War: Principles of Neutrality, Impartiality and Solidarity,” *Development in Practice*, Vol. 7.4, pp. 342-352.

Recommended Reading

Hugo Slim. 1997. “Doing the Right Thing: Relief Agencies, Moral Dilemmas, and Moral Responsibility in Political Emergencies and War,” *Disasters*, 21, 3, 244-57

International Committee of the Red Cross. *Codes of Conduct*

Steering Committee of the Joint Evaluation of Emergency Assistance to Rwanda, 1996. *The International Response to Conflict and Genocide: Lessons from the Rwanda Experience*. Particularly Chapter 3 on “The Humanitarian Response.” *Journal of Humanitarian Assistance*.

Stockton, N., 1998. “In Defense of Humanitarianism.” *Disasters*. Vol. 22(4), pp. 352-360.

Gourevitch, P., 2010. A Critic at Large, “Alms Dealers,” *The New Yorker*, October 11.

Hutchinson, J., 1989. Rethinking the Origins of the Red Cross. *Bulletin of the History of Medicine*. Winter, 63(4).

Martone, G., 1998. Relentless Humanitarianism. *Global Governance*. #8, April, pp. 149-154.

Moorehead, C., 1998. *Dunant's Dream: War, Switzerland and the History of the Red Cross*. New York: Harper Collins Publishers. Chapters dealing with formation and WWII.

Rozario, K., 2007. Read "Introduction: *The Golden Age as Catastrophe*," in *The Culture of Calamity* Chicago: University of Chicago Press.

Class 3 – February 11: *The Extension of Humanitarianism – Peace Stabilization, Peace Enforcement and Post-Conflict Peacebuilding*

In the wake of man-made humanitarian crises and large-scale atrocities in the Balkans and Rwanda, the governments and international organizations, engaged in a great deal of reflection on international capacity to address civil conflict and attendant humanitarian suffering, as well as the requirement to "repair" failed states. This effort was expanded after the 9/11 attacks, based on the view that, in national security terms, "failed states matter": that in places like Afghanistan, neglect of state failure creates an environment of instability and lawlessness that can give rise to threats to security in the United States and other places very far away from the state in question. In this session, students will examine the issues, and the evolution of ideas and institutions relating to those challenges.

Required Readings

Forthcoming: Dean Schwartz will post readings at least one week prior to to this class. In addition, Dean Schwartz will assign chapters of the following work:

Powers, Samatha, 2008. *Chasing the Flame. Sergio Vieira de Mello and the Fight to Save the World*. New York: Penguin Press.

Recommended Reading

Evans, G., 2008. *The Responsibility to Protect*, Washington, D.C.: Brookings Press.

Allan, T., and Styan, D., 2000. A Right to Interfere? Bernard Kouchner and the New Humanitarianism. *Journal of International Development*. 12, pp. 825-842.

Class 4 – February 18: *Humanitarianism in Recent Context*

Humanitarianism is a "living topic" that dominates the headlines. In previous classes, the basic concepts, origins and key policy issues have been presented and these are now applied to current cases in this class. Issues of politicalization, securitization and commercialization of humanitarianism have been especially prominent in the last decade or more. Afghanistan, in particular, will be examined in depth in this class.

Required Reading

Barnett, M. and Weiss, T., eds. 2008. *Humanitarianism in Question: Politics, Power, Ethics*. Ithaca: Cornell University Press. Chapter 6.

Jacoby, T., and James., E., 2009. "Emerging patterns in the reconstruction of conflict-affected countries: Introduction to the Special Edition." *Disasters*. ODI-HPG.

Recommended Reading

Abrahamsen, R., 2004. "The Power of Partnerships in Global Governance," *Third World Quarterly*, 25, 8, pp. 1453-1467.

Anderson, M., 2004. *The Do No Harm Handbook*. Cambridge, Local Capacities for Peace Project.

Chandler, D., 2002. "Human Rights Based Humanitarianism," in *From Kosovo to Kabul*, pp. 21-52 NY: Pluto Press.

Harvey, Paul and Jeremy Lind. 2005. *Dependency and humanitarian relief: A critical analysis*. HPG Report 19. London. ODI.

Ferguson, J., 1994. "The Anti-Politics Machine," and "Epilogue," in his *The Anti-Politics Machine: "Development," Depoliticization, and Bureaucratic Power in Lesotho* (Minneapolis: University of Minnesota Press), pp. 251-89.

Frerks, G., et. al., 2006. *Principles and Pragmatism: Civil-Military Action in Afghanistan and Liberia*. Utrecht: Cordaid.

Chandler, D., 2001. "The Road to Military Humanitarianism: How the Human Rights NGOs Shaped a New Humanitarian Agenda," *Human Rights Quarterly*, Vol. 23: pp. 678-700.

Goodhand, J., 2006. "Aiding Peace? The Role of NGOs in Armed Conflict," Lynne Renner for the International Peace Academy. Chapters 1 and 8.

Duffield, Mark. 2002. "War as Network Enterprise: The New Security Terrain and Its Implications" *Cultural Values*. Volume 6, pp. 153-165.

Zanotti, L., 2008. "Imagining Democracy, Building Unsustainable Institutions: The UN Peacekeeping Operation in Haiti," *Security Dialogue*, 39, 5, 539-561.

Class 5 – February 25: *Programming Sectors and Standards*

Humanitarian organizations are often criticized for inadequate performance as well as poor monitoring and evaluation. Having clear indicators, monitoring mechanisms and a means to determine the effectiveness of activities is thus critical to sound management. In this class, the composition of humanitarian programs are examined with a view to understanding why they are structured this way. In the first part of this class, an overview of the major programming "sectors" is taken along with standards, common issues and relevant case studies. Particular attention will be devoted to the "Cluster System" and other joint efforts such as Sphere. The second part of this class will include a "management dilemma" exercise.

Required Reading

Barnett, M., and Weiss, T., eds. 2008. *Humanitarianism in Question: Politics, Power, Ethics*. Ithaca: Cornell University Press. Chapter 8.

James, E., 2008. *Managing Humanitarian Relief: An Operational Guide for NGOs*. Rugby: Practical Action. Chapter 2, 4, 7 and 9.

Sphere Project, 2011 (note latest edition). *Humanitarian Charter and Minimum Standards for Humanitarian Assistance*. Chapters 1-3.

Recommended Reading

USAID/OFDA: *Field Operations Guide (FOG)*. Washington, DC: USAID. Sections dealing with programs.

Randel, J., and German, T., 2002. "Trends in the Financing of Humanitarian Assistance, in Joanne Macrae, ed., *The New Humanitarianisms: A Review of Trends in Global Humanitarian Action*, 29-38, London: Overseas Development Institute.

Darcy, James. 2004. "Locating Responsibility: The Sphere Humanitarian Charter and Its Rationale." *Disasters*. Vol. 28 (2): pp. 112 -123

Jacobsen, Karen, Anastasia Marshak, Akua Ofori-Adjei, and Jane Kembabazi. 2006. IDP Livelihoods: "Using Microenterprise Interventions to Support the Livelihoods of Forcibly Displaced People: The Impact of a Microcredit Program in IDP Camps in Lira, Northern Uganda." *Refugee Survey Quarterly*, Vol. 25 (1), pp. 23-39.

Slim, H., and Bonwick, A., 2005. *Protection: An ALNAP guide for humanitarian agencies*. London: ALNAP.

Humanitarian Accountability Project-International, 2008. *The Humanitarian Accountability Report 2008*. Geneva, HAP-I

Tong, Jacqui. 2004. "Questionable Accountability MSF and Sphere." *Disasters*. Vol. 28 (2) pp. 176-169.

Class 6 – March 4: *Humanitarianism and the U.S. Government: Organizational and Policy Issues*

The US government is a major player in international humanitarian response. Depending on the situation, it acts as a decision-maker, donor and occasionally as a direct implementer as a matter of policy and self-interest. Understanding the structure and organization, institutional policy issues and key issues of the last decades is vital to having an informed and critical view of the government and its responses.

Reading

Forthcoming: Dean Schwartz will post readings at least one week prior to to this class.

Class 7 – March 11: *International Organizations and Humanitarianism: Structure, Issues and Operations*

Reading

Forthcoming: Dean Schwartz will post readings at least one week prior to to this class.

Spring Break - March 18

Class 8 – March 25: *Leadership issues and humanitarian organizations*

This class will examine some of the common roles, career paths and dynamics of working in humanitarian organizations. We will consider important sub-cultures within humanitarian organizations, how they work together and the potential for appropriate differences in the ways they work to lead to tension and even adversarial relationships. The class will support personal reflection about what parts of a humanitarian might be the best fit for one's personality and work preferences.

Required Reading

James, E., 2008. *Managing Humanitarian Relief: An Operational Guide for NGOs*. Rugby: Practical Action. Chapter 3.

Edgar Schein's "Three Cultures of Management: The Key to Organizational Learning," *Sloan Management Review*, (available at: <http://www.harvardmacy.org/Upload/pdf/Schein%20artilce.pdf>)

Senge, P., 2006. "Personal Mastery," *The Fifth Discipline*, Chapter 8 (pp. 129-162). New York: Bantam/Dell Publication

Recommended Reading

Forthcoming

Class 9 – April 1: *Working in Dangerous Places: Managing Security*

In this class, the issue of security is examined and looking at what is broadly termed the "security-development nexus" and how this impacts the security of humanitarians in places ranging from Haiti to Syria. As this is not simply a theoretical problem, attention is paid to understanding how humanitarians manage security in practice. During the class, several in-class group exercises will be carried out.

Required Reading

James, E., 2008. *Managing Humanitarian Relief: An Operational Guide for NGOs*. Rugby: Practical Action. Chapters 18.

Recommended Reading

Bolletino, V., 2006. *Designing Security*. Program on Humanitarian Policy and Conflict Research. Cambridge: Harvard

Fast, L., 2007. Characteristics, Context and Risk: NGO Insecurity in Conflict Zones. *Disasters*. 31(2),

pp. 130-154.

Stoddard, Abby, Adele Harmer and Katherine Haver. 2006. "Providing aid in insecure environments: trends in policy and operations." HPG Report 23. ODI, London

Bain, W., 2006. *The Empire of Security and Safety of the People*. NY: Routledge University Press. Read Adam Roberts, "Intervention: Beyond 'Dictatorial Interference'" and William Bain, "Saving Failed States: Trusteeship as an Arrangement of Security."

Class 10 – April 8: *Management Insights from the Field*

Introduction by Dr. James with discussion led by Julie Dargis, author of *Pit Stop in the Paris of Africa*

Ms. Dargis has extensive in numerous complex emergencies including Rwanda (1995-97), Serbia (1999) and Chad (2006). She will provide her perspective on management and life working in such contexts. She will do a short reading from her recent book, *Pitstop in the Paris of Africa*, and use participatory activities to in part management lessons.

Required Reading

Please review the blog found at: www.pitstopintheParisofAfrica.tumblr.com

Depending on the case you choose (i.e. Rwanda (1995-97, Chad (2006) or Serbia (1999)), do general background research to enable you to respond to the question above. (Hint: the websites mentioned on Page 4 are a good place to start.)

Recommended Reading

Catch up on reading from previous classes.

Class 11 – April 15: *Cultural Practices in Humanitarian Practice*

Implementing humanitarian programs effectively requires deep cultural awareness of not only program beneficiaries and their local contexts, but also of oneself and the employing organization. In this class, culture as an expression of national, ethnic and religious world views will be examined along with its significance for humanitarian work. The class will also consider how organizational culture shapes the efficacy of humanitarian programs. We will consider case studies and tools (such as Geert Hofstede's Five Dimensions of Culture) that provide insight into the requirements of working in places and cultures very different than one's own.

Required Reading

James, E., 2008. *Managing Humanitarian Relief: An Operational Guide for NGOs*. Rugby: Practical Action. Chapter 3.

Pine, BJ and Gilmore, JH, 1998. "Welcome to the Experience Economy," *Harvard business review*, 1

Pine, BJ, and Gilmore, The Customer is the Product, Chapter 9 of *The Experience Economy*, pp. 163-

183.

Review Geert Hofstede's dimensions of culture on his website www.geert-hofstede.com

Recommended Reading

Forthcoming

Class 12 – April 22: *Partnership and Coordination*

Humanitarian actors never work alone; indeed, partnership and coordination are the keys to successful implementation. The first part of this class examines the key ideas and theoretical frameworks that underlie these concepts. In the second part, a simulation will be carried out by students role-playing key positions (e.g. NGO, UN, donor and local government representatives) in a coordination exercise.

Required Reading

Brinkerhoff, J., 2002. Government-Nonprofit Partnership: A Defining Framework. *Public Administration and Development*. 22, pp. 19-30.

James, E., 2008. *Managing Humanitarian Relief: An Operational Guide for NGOs*. Rugby: Practical Action. Chapters 20.

Recommended Reading

Gaigals, C., 2007. "Conflict Sensitivity and Programme Quality in Humanitarian Programmes." London, International Alert.

Charles, C., McNulty, S., and Pennell, J., 1998. *Partnering for Results: A User's Guide to Intersectoral Partnering*. Washington, DC: USAID.

Class 13 – April 29: *Technology and Futures*

Humanitarianism remains an evolving field. In this class, in-depth trends analysis will be undertaken including the impact of disruptive and exponential technologies.

Required Reading

Diamandis, Peter, 2012. *Abundance: The Future is Better than you Think*. Free Press. Introduction.

Save the Children, 2010. "At a Crossroads: Humanitarianism for the Next Decade."

Tufts/FIC. Humanitarian Agenda 2015. See various reports at:
<https://wikis.uit.tufts.edu/confluence/display/FIC/Publications+Archive>

Kings College. Humanitarian Futures Project. See various reports at:
<http://www.humanitarianfutures.org/main/hfpubs/futures>

Class 14 - April 29: *Putting it altogether*

Details will follow and describe the nature of this last class.

Reading

Catch up on anything you have been unable to finish up to this point.

Optional: *Disaster Simulation Field Exercise*

During the weekend of June 1st, an intensive refugee disaster simulation will be carried out. The goal will be to put into practice the skills learned without leaving behind the all important question of “why.” This will be a very challenging experience that will require students to put into practice many of the topics covered in class and in the literature. Working with health professionals, it will involve active team work, intense interaction with role-players and on-the-spot decision making in a way that closely resembles international disaster responses.

Should students decide to participate in this elective event, they should come prepared to be to remain outdoors for the duration of the simulation. Accommodation will be provided in rustic cabins or, if preferred, in student supplied tents. Food and water will be provided sufficient for the length of the simulation. Transportation will be arranged by carpooling. The simulation is planned to take place at Phillippo Camp near Cannon Falls, MN (approximately 45 minutes south of the Twin Cities). More details will be provided during the course.

V. University Policies

Grading follows University standards further details which can be found here:

http://policy.umn.edu/groups/senate/documents/policy/gradingtranscripts_pol.cfm. Assignments are expected to be turned on time as indicated in this syllabus. Unless an acceptable excuse is provided (e.g. document illness), one letter grade will be subtracted for each day the assignment is late and no assignment will be accepted three days after the due date (i.e. no credit will be given).

Accommodations for students with disabilities: It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact their instructors to discuss their individual needs for accommodations.

Classroom conduct: Possible wording: Instructors are responsible for maintaining order and a positive learning environment in the classroom. Students whose behavior is disruptive either to the instructor or to other students will be asked to leave. Students whose behavior suggests the need for counseling or other assistance may be referred to their college office or University Counseling Services. Students whose behavior may violate the University Student Conduct Code may be subject to appropriate disciplinary action.

Sexual harassment: Possible wording: Please note that sexual harassment by any member of the University community, student, faculty, staff, administration, is prohibited. To review the complete

policy on this issue, view the following webpage -
<http://www1.umn.edu/regents/policies/humanresources/SexHarassment.pdf>.

Academic integrity: This is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows: Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging , or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.